

# Cambridge CELTA Pre-Interview Task

Name: Pablo Chuquin

Complete this task carefully. It is an important factor in considering your application. CELTA is an intensive course of study. Because of this, candidates need to be fully prepared for the demands of the course and **show that they are able to research language structures, a skill required of ESL teachers**. Keep in mind that we cover language analysis on the CELTA course, so we do not expect you to be an expert in grammar before the course starts.

- To help you may refer to a grammar book such as "Practical English Usage" by Michael Swan (Oxford University Press) or any other grammar reference book you might have at home or find in the library/book store.
- The internet is also a great source of information. If you're looking for a site, try:  
<http://esl.about.com/od/englishgrammar/a/english>

Please make sure you read the directions for each section and proofread your work carefully. The CELTA course requires a high level of written English. When you have finished, please send it to [info@teachergroups.com](mailto:info@teachergroups.com). Retain a copy of this task for your interview.

## Part one: Language awareness

### A. Error correction

Each of the exchanges below contains a mistake. In each case:

- write the corrected version in the space provided
- clarify your correction in simple English to explain the mistake

Example

Mr. Smith:

"Do you have much experience in the restaurant business?"

Giorgio:

"Yes, I've been working as a chef since 10 years."

- I've been working as a chef ~~for~~ ten years.

a) We use 'since' before a point in time – for example, since Tuesday, since 1992, since 5 o'clock. We use for before a period of time – for example, for two weeks, for six years, for ten minutes. In this case '10 years' is a period of time, so we need 'for'.

1.

Marie:

"I'd like some informations about your courses."

Receptionist:

"Certainly, here's our brochure."

- I'd like some ~~information~~ about your courses.

a) Uncountable nouns cannot be made plural. Information is an uncountable noun, so you can't add an "-s".

2.

Jack:

"How do you get to the CELTA center every day?"

Pierre:

"I'm walking and then taking the subway."

- I walk and then take the subway.

a) Use the present simple "I walk" when you talk about routines. Use the present continuous "I'm walking" when talking about actions that are happening right now or around now.

3.

John:

"Did you see the movie on HBO last night?"

Helene:

"Yes I did, it was so a good movie"

John:

"Yeah, I think Tom Cruise is such a good actor."

(Comment on the difference between so and such)

- It was such a good movie or the movie was so good.

a) We use "so" plus an adjective (The movie was so good). We use "such" plus a noun phrase (He is such a good actor.)

4.

Carla:

"Can you borrow me \$10?"

William:

"Sure. Here you are."

- Can you lend me \$10?

a) You borrow something. You lend someone something. "Lend" takes an indirect object, while "borrow" doesn't.

# Cambridge Celta Pre Interview Tasks

**Ian M. Kinchin**



## **Cambridge Celta Pre Interview Tasks:**

**Current Perspectives on the TESOL Practicum** Andrzej Cirocki, Irshat Madyarov, Laura Baecher, 2020-01-30 This volume presents the current state of the TESOL Teaching English to Speakers of Other Languages practicum in 13 countries including Armenia Australia Chile Costa Rica Croatia England Indonesia Japan Malta Poland South Korea Sweden and the USA Together the contributions offer a unique and contemporary view of how teachers are being educated and brought into the TESOL worldwide community of practice This is the first publication to present diverse models frameworks of the TESOL practicum from several international teaching contexts focusing on exemplary practicum cases in the selected countries

**Assessing Language Teachers' Professional Skills and Knowledge** Rosemary Wilson, Monica Poulter, 2015-01-31 The growth in English language teaching worldwide and the related increase in teacher training programmes of all kinds highlight the need for greater accountability in the assessment of teachers The need for formal summative assessment has taken on greater importance in training programmes and requires procedures which do not always sit easily with the development process while transparency of assessment procedures is also increasingly demanded by the candidates themselves This edited volume discusses key issues in assessing language teachers professional skills and knowledge and provides case study illustrations of how teacher knowledge and teaching skills are assessed at pre service and in service levels within the framework of the Cambridge English Teaching Qualifications The volume provides discussion of ways in which the changing nature of English language teaching has impacted on teacher education and assessment examples of specific assessment procedures for both teaching knowledge and practical classroom skills accounts of the ways in which the Cambridge English Teaching Qualifications have been integrated into and adapted for local contexts This is the first volume of its kind wholly dedicated to language teacher assessment and as such will be of interest to language teachers and teacher educators as well as to researchers and postgraduate students

TBLT as a Researched Pedagogy Virginia Samuda, Kris Van den Branden, Martin Bygate, 2018-10-15 Bringing together experienced classroom researchers and teacher educators from different countries where tasks are playing an influential role in language education this collected volume critically explores how TBLT research can engage with pedagogy and how TBLT pedagogy can engage with research A defining part of the TBLT project has always been a dual concern both with the nature and use of tasks in language teaching and with empirical research to guide and support classroom practitioners the two concerns suggesting a central and reciprocal relationship between research and pedagogy However this relationship has at times been unbalanced and its centrality has sometimes gone by default problems which this volume aims to address The introduction proposes criteria to improve the congruence between the research base of TBLT and the concerns and terms of reference of classroom practitioners Using a range of methodologies the individual chapters illustrate and explore different aspects of this theme The book will be of interest to all those wishing to further their understanding of and or investigate the use of TBLT in educational contexts

**English Language Teaching** Lee McCallum, 2022-08-11 This book provides an overview of current trends and practices in English Language Teaching (ELT) across the European Union. It offers insights into key ELT issues which are at the forefront of twenty-first century classrooms. It discusses theoretical and empirical work based on topics such as linguistic imperialism, English as a Medium of Instruction, contrastive language analysis, and the interplay between English and the use of countries' respective native languages. It also explores the challenges of English Language Teaching under different circumstances such as while using different technological platforms, working with different learner groups, those with Special Educational Needs, and revising traditional practices in grammar and vocabulary teaching. Throughout the book, the link between policy, theory, and practice is explicitly highlighted and exemplified. The book is of interest to ELT instructors, course designers, language teachers, and teacher trainers, and students enrolled in pre-service English training courses. **Success on your Certificate Course in English Language Teaching** Caroline Brandt, 2006-07-04 Extremely comprehensive and well-written in terms of style, accessible to the reader but intelligent and expressing some fairly subtle concepts. Would that more ELT practitioners could do the same. Certainly a good read for those thinking about and also those engaged in initial training or even post-initial training stage. Jenny Pugsley, Head of TESOL, Trinity College London. It's essential reading whether you are simply curious about what is involved in training in ELT, need advice on choosing the right course, have already enrolled and want to make the most of your course, or are a new teacher just starting out. It's a book I wish I'd had when I was starting out in my ELT career and that I wish had been available to many of the course participants I have tutored. Lyn Strutt, ELT author and Chair of the British Council Families Association. Each year, thousands of people all over the world take one of the hundreds of available short pre-service courses that lead to the award of a certificate in English Language Teaching (ELT) or Teaching English to Speakers of Other Languages (TESOL). Caroline Brandt's book is an invaluable guide to anyone thinking of enrolling on one of these courses. With a clear and concise structure that follows your general interest in TESOL right through to the intricacies of the course itself, it can be used from initial research stages to final qualifications and beyond. Brandt's decades of experience in this field across the globe shine through. Chapters include introducing English Language Teaching, becoming qualified, knowing your certificate course, getting started, learning, working together, being qualified. Throughout the book, there are snapshots of students' experiences in their own words and summaries of key points for you to take with you, whether into the next stage of learning or the next day's teaching. The chapters are stand-alone resources as well as the building blocks to becoming a fully qualified English Language teacher. The book is supported by a companion website which provides quizzes to test understanding of each chapter, lesson plan proformas, a full glossary, and annotated website links. [Teach English as a Foreign Language: Teach Yourself \(New Edition\)](#) David Riddell, 2014-06-27 This new edition of Teach EFL is the ultimate practical reference guide to teaching English as a Foreign Language. Riddell's book is a classic; it answers all those questions new language teachers have. It covers an amazing amount in a clear, accessible

way David Carr Director of Teacher Training International House London This book is packed with information on effective teaching techniques sound classroom management practical lesson planning successful job hunting and career development This is an indispensable book for all new and experienced EFL teachers a step by step guide on what to teach and how to teach it This edition has been fully revised to include up to date information on technology as an aid to learning comprehensive information on the increasingly popular task based learning invaluable advice on making the transition from learning to teaching clear guidance on ongoing professional development useful examples of teaching in different international contexts Rely on Teach Yourself trusted by learners for over 75 years      **Reclaiming the Teaching**

**Discourse in Higher Education** Ian M. Kinchin, 2025-02-20 This book examines university teaching to encourage a move away from the singular lens of neoliberalism towards more a pluralistic stance that inspires a healthy diversity of theories and practices University teaching is dominated by neoliberal cultures of measurement consumerism and deficit generating a monocultural narrative that disenfranchises the higher education teaching community Collaborative communities of support are now perceived as performative regimes of surveillance and existing injustices in the education system have been amplified by institutional responses to the COVID 19 pandemic This book offers a reappraisal of the current state of university teaching and re imaginings of potential futures Inspired by emerging perspectives in educational research and building upon Biesta s notion of the rediscovery of teaching the book encourages an escape from accepted wisdom liberating teaching from the bonds of reductive binary and linear thinking and accepting the need for a plurality of theoretical perspectives While universities use popular terms such as student centredness global excellence active learning and so on and will highlight key performance metrics such as student satisfaction or teaching excellence awards the reality is that much current teaching practice is rather traditional teacher centred passive and content heavy Despite managerial emphasis on best practice and evidence based practice teaching is not reducible to a simple set of competencies and student learning is not adequately summarised as a list of graduate attributes Teaching is relational and highly context dependent and our discussion of teaching should recognise this The performative culture pervading many campuses can dampen down large scale innovation leaving marginalised pockets of subversive collaboration and experimentation to operate below the corporate radar Here the contributors give voice to some of those emerging ideas and challenge neoliberal orthodoxy

**Vietnam Economic News** ,2006-06-27      **Summer Jobs Britain 2007** Amy Tyndall, 2006-11 The definitive guide to summer jobs in Britain containing details of over 30 000 seasonal vacancies for the summer of 2007 in England Scotland Wales and Northern Ireland      *The Times Index* ,2003 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement      **Sociological Abstracts** Leo P. Chall, 2000 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides

abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides  
abstracts of books book chapters dissertations and conference papers

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